

School Profile

PURPOSE	VALUES	ENVIRONMENTAL CONTEXT																																																																					
<p>The purpose of Doncaster Gardens Primary School is to facilitate the development of well-adjusted and unique citizens, who will succeed in life and actively contribute to the betterment of the global community.</p>	<p>Compassion – displaying empathy for others and a desire to help.</p> <p>Courage - the ability to face difficulty, uncertainty, or pain without being overcome by fear or being deflected from a chosen course of action.</p> <p>Curiosity - a desire to know or learn something.</p> <p>Creativity – the ability to use the imagination to develop new and original ideas or things.</p>	<p>Doncaster Gardens Primary School was originally established in 1972 as Waldau Primary School in Sandhurst Avenue, Doncaster East, a leafy eastern suburb of Melbourne. At that time the local community was predominantly of European descent, with a large German population. Orchards dating from the 19th Century still dotted the area. Since 1997 when Waldau and Doncaster East Primary Schools merged to become Doncaster Gardens, the school has grown and developed to become a centre of educational excellence; one which is both highly regarded and sought after for enrolments by parents near and far. With the changing local demographics over the last fifteen years, the school now has a mixed social and cultural cohort of students, with a LBOTE proportion of 0.69 and 20.8% EMA. The SFO density is 0.31 and the stability rate is 71.1%. 14 international students have been enrolled since 2009. The high percentage of students with Asian (predominantly Chinese) backgrounds has impelled the school leaders, staff and School Councillors to think deeply about the established curriculum, teaching methods and extra-curricular programs in place, and whether they meet the goals and expectations of our community.</p> <p>The current school community derives from a wide range of cultures.</p> <table border="1" data-bbox="1813 1058 2309 1919"> <thead> <tr> <th>Home Language</th> <th>Total</th> <th>%</th> </tr> </thead> <tbody> <tr><td>Afrikaans</td><td>1</td><td>0.19</td></tr> <tr><td>Arabic</td><td>13</td><td>2.50</td></tr> <tr><td>Cantonese</td><td>108</td><td>20.81</td></tr> <tr><td>Chinese, nec</td><td>1</td><td>0.19</td></tr> <tr><td>Chinese, nfd</td><td>30</td><td>5.78</td></tr> <tr><td>English</td><td>241</td><td>46.44</td></tr> <tr><td>Filipino</td><td>1</td><td>0.19</td></tr> <tr><td>Greek</td><td>13</td><td>2.50</td></tr> <tr><td>Gujarat</td><td>1</td><td>0.19</td></tr> <tr><td>Hindi</td><td>2</td><td>0.39</td></tr> <tr><td>Indonesian</td><td>5</td><td>0.96</td></tr> <tr><td>Japanese</td><td>2</td><td>0.39</td></tr> <tr><td>Korean</td><td>6</td><td>1.16</td></tr> <tr><td>Malay</td><td>1</td><td>0.19</td></tr> <tr><td>Mandarin</td><td>64</td><td>12.33</td></tr> <tr><td>Persian excluding Dari</td><td>6</td><td>1.16</td></tr> <tr><td>Punjabi</td><td>3</td><td>0.58</td></tr> <tr><td>Sindhi</td><td>1</td><td>0.19</td></tr> <tr><td>Sinhalese</td><td>1</td><td>0.19</td></tr> <tr><td>Spanish</td><td>4</td><td>0.77</td></tr> <tr><td>Turkish</td><td>4</td><td>0.77</td></tr> <tr><td>Urdu</td><td>4</td><td>0.77</td></tr> </tbody> </table>	Home Language	Total	%	Afrikaans	1	0.19	Arabic	13	2.50	Cantonese	108	20.81	Chinese, nec	1	0.19	Chinese, nfd	30	5.78	English	241	46.44	Filipino	1	0.19	Greek	13	2.50	Gujarat	1	0.19	Hindi	2	0.39	Indonesian	5	0.96	Japanese	2	0.39	Korean	6	1.16	Malay	1	0.19	Mandarin	64	12.33	Persian excluding Dari	6	1.16	Punjabi	3	0.58	Sindhi	1	0.19	Sinhalese	1	0.19	Spanish	4	0.77	Turkish	4	0.77	Urdu	4	0.77
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The number of students enrolled at the school has grown steadily from the low 300s in the early 2000s to reach 536 in 2011. The growing population combined with a small site and no further room for expansion led to the EMR approving an enrolment zone for the school, effectively limiting enrolments to those students whose 'neighbourhood school' is Doncaster Gardens. Many building and renovation projects have been undertaken since the merger, so that the school now looks significantly different to what it did even three years ago. The school environment is now exceptionally attractive and comfortable for students and staff, and the school is also very well resourced with furniture and equipment of all types, particularly ICTs.

The school is fully air conditioned, and there are interactive whiteboards in every teaching space and the principal's office. The computer laboratory, with over 30 desk top computers, has been highly valued by the school community, and has been completely updated every three years. Dedicated specialist spaces for Visual Arts, Performing Arts, PE/Sport, LOTE and Technology are utilised by all classes, and together with a wealth of resources they enable high quality programs to be provided by the specialist teachers

The teaching staff consists of a balance of highly experienced and early career teachers with about one third of the teachers being male. A team of four integration aides and five administration staff ably support the teachers. Our teachers are prominent in local networks in the areas of Art, PE, LOTE and ICT, and readily engage in professional learning in association with other schools when opportunities arise. Eight teachers have taken Teacher Professional Leave in recent years, most to work on collaborative research projects with teachers from other schools. Three professional learning teams operate within the school throughout the year, with each teacher belonging to one: English, Mathematics and ICT. These teams meet twice per term to review the overall progress of the school in that curriculum area, and to share information about curriculum developments and innovations that may have emerged since the last meeting.

Students with identified learning needs participate in support programs including Reading Recovery, ESL, and literacy support. Extra curricula and extension programs are offered in areas in which our students tend to excel, including the WiseOnes program, Visual Arts, Mathematics, Chess and Music.

The school's core values are continuously modelled and actively promoted through the student wellbeing and social skills programs at all levels of the school. These values underpin all the policies, procedures and levels of operation of Doncaster Gardens Primary School.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
STUDENT LEARNING	To maximize achievement levels for all students encouraging collaborative teaching and differentiated learning across the AusVELS.	<p>Increase percentage of students achieving an A or B in English and Maths AusVELS Domains to at least:</p> <p>Reading – 75% Writing - 65% Speaking & Listening – 65% Number – 75% Measurement, Chance and Data – 65%</p> <p>To increase the Matched Cohort growth in NAPLAN Reading and Writing from Year 3 to Year 5 to at or above the state mean. (2012 matched cohort growth for reading = 65 2012 matched cohort growth for writing = 59)</p> <p>Improve student outcomes from Years 3 to 5 in NAPLAN Reading, so that the percentage of students in the top 2 bands in Year 3 is maintained for the same cohort when they are in Year 5. (2012 = Year 3 (bands 5 & 6) = 76.1%. Year 5 (bands 7 & 8) = 65.7%.)</p> <p>Improve student outcomes from Years 3 to 5 in NAPLAN Writing, so that the percentage of students in the top 2 bands in Year 3 is maintained for the same cohort when they are in Year 5. (2012 = Year 3 (bands 5 & 6) = 89.5%. Year 5 (bands 7 & 8) = 50.6 %.)</p> <p>Improve the School Connectedness score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 3rd quartile.</p> <p>To increase the percentage of students achieving an A or B in LOTE in Years 5 & 6. What are we measuring this from? A starting % is needed.</p>	<p>To build teacher understanding of the National Curriculum</p> <p>To implement a whole school approach to teaching and learning through:</p> <ul style="list-style-type: none"> • Data driven planning in AusVELS teams • Differentiated Learning • Inquiry Learning <p>To ensure that all classes F-6 have at least three back-to-back 100 minute Literacy blocks timetabled per week.</p> <p>To implement a common language and approach to planning and delivery of curriculum in AusVELS teams.</p> <p>To build teacher effectiveness in assessment for, as and of learning, so that teachers can differentiate curriculum for all students.</p> <p>To develop and implement a whole school approach to teaching and assessment of Literacy.</p> <p>To provide programs which challenge students to become innovative and educated global citizens.</p> <p>To utilize ICTs for authentic learning.</p> <p>To build the capacity of individual and collective student voice.</p> <p>To develop the understanding and skills necessary to act responsibly and influence others to take action for sustainable futures.</p>
STUDENT ENGAGEMENT AND WELLBEING	<p>To provide a safe and engaging learning environment where the school values are integrated and visible in all aspects of school life.</p> <p>To foster the growth of social competencies, self esteem and connectedness through the development of a cohesive and sequential approach to student wellbeing.</p>	<p>Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 3rd quartile.</p> <p>Improve the Social Skills score in the Parent Survey to at least the lower 3rd quartile.</p> <p>Improve the Stimulating Learning score in both the Parent Survey and the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 3rd quartile.</p>	<p>Review of current school values</p> <p>Anti bullying program</p> <p>Introducing philosophy to the curriculum</p> <p>Differentiated curriculum</p> <p>Evaluate current programs including:</p> <ul style="list-style-type: none"> • Restorative Practices • Circle Time • Foundation/Year 5 Buddies

			<ul style="list-style-type: none"> • Peer Mediation • Social skills programs <p>Plan for emotional, social and educational support for vulnerable students</p> <p>Continuing to develop the use of ICTs, and in particular mobile devices, as tools for teaching and learning</p> <p>Reflections on learning – use of ICT</p> <p>Student led classroom meetings</p> <p>Student led conferences</p> <p>Further refine student goal setting and self assessment</p> <p>Provide regular opportunities for focussed student feedback from the early years (Year 2?)</p> <p>Revise Start Up program to provide more opportunities for student voice</p> <p>eSmart</p> <p>ICU ARC Research Project</p>
STUDENT PATHWAYS AND TRANSITIONS	<p>To provide students with a smooth and supportive transition into, through and beyond the school.</p> <p>To use accurate assessment, tracking and monitoring of each child and targeted communication between year levels.</p>	<p>Improve the Student Wellbeing scores in the Student Attitudes to School survey for Years 5 and 6 to be in or above the third quartile.</p> <p>Improve the Transition scores in the Parent Opinion Survey to be in or above the third quartile.</p>	<p>To implement and utilise the Student Performance Analyser program SPA</p> <p>To implement and use GradeXpert to record data for all students, including new students as they arrive throughout the year. Use data to track individual students and monitor social, academic, behaviour, intervention support and attendance from one year level to the next and ensure it is continuous and linked to programming.</p> <p>Meeting schedules to include regular exchange between year levels and sharing of resources</p> <p>Continue to build partnerships with secondary and preschool providers to improve transitions</p> <p>Ensure a smooth transition for all EAL and PSD students with targeted and ongoing communication between staff and parents.</p> <p>Assess and monitor new students entering at various levels in Literacy and Numeracy.</p> <p>Refer students with recognised needs to school support staff: Guidance, Speech, Social, Nurse.</p>

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>STUDENT LEARNING</p> <p>To build teacher understanding of the National Curriculum</p> <p>To implement a whole school approach to teaching and learning through:</p> <ul style="list-style-type: none"> • Data driven planning in AusVELS teams • Differentiated Learning • Inquiry Learning <p>To ensure that all classes F-6 have at least three back-to-back 100 minute Literacy blocks timetabled per week.</p> <p>To implement a common language and approach to planning and delivery of curriculum in AusVELS teams.</p> <p>To build teacher effectiveness in assessment for, as and of learning, so that teachers can differentiate curriculum for all students.</p> <p>To develop and implement a whole school approach to teaching and assessment of Literacy.</p> <p>To provide programs which challenge students to become innovative and educated global citizens.</p> <p>To utilize ICTs for authentic learning.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ Undertake PL in Ausvels and continue to audit curriculum in line with this ▪ AusVELS teams timetabled to have common planning sessions ▪ Document teaching and learning approach of what good teaching will look like at DGPS ▪ Timetable all classes F-6 to have three back-to-back 100 minute blocks timetabled per week dedicated to Literacy ▪ Implement Lexile reading in Year 4 ▪ Audit current Speaking and Listening curriculum F-6 ▪ Undertake Professional Learning for all staff in Speaking and Listening ▪ Build staff skills in understanding and applying an inquiry approach ▪ Provide PL for staff on the use of the GradeXpert database and the SPA program ▪ Revise the P-6 Literacy and Numeracy Assessment Schedules with assessment for, as and of learning tools ▪ Build assessment for learning strategies in order to differentiate the curriculum ▪ Build staff skills in the use of data analysis to inform planning and teaching. ▪ Optimise the application of ICTs ▪ Develop a whole school approach to the use of iPads in the classroom ▪ Strengthening of the international focus in the curriculum and units of work ▪ Strengthen relationship with Fang Cao Di International School in China ▪ Increase LOTE provision for selected year levels ▪ Sourcing of opportunities for the development of student voice ▪ Implement the Year 1 strategies of Resource Smart ▪ Audit curriculum F-6 to include elements of Sustainability ▪ To develop a Sustainability scope and sequence F-6 	<ul style="list-style-type: none"> ▪ Curriculum documentation of Ausvels ▪ Timetable documentation ▪ Documentation of learning and teaching approaches in each level ▪ Lexile reading approach evident in Year 4 ▪ Curriculum documentation for Speaking and Listening ▪ PL provided in Speaking and Listening ▪ Speaking and Listening included in planning documents ▪ PL provided on inquiry learning ▪ Documented units of work based on the inquiry approach ▪ PL provided for GradeXpert database and the SPA program ▪ Staff using GradeXpert database to track and record student progress ▪ Staff using SPA to track and record student progress ▪ Documentation of revised Literacy and Literacy and Numeracy Assessment Schedules ▪ Assessment for learning strategies evident in work programs ▪ PL provided in data analysis ▪ iPads are included in regular planning for senior year levels ▪ Curriculum documentation to include cross-curriculum priorities including Studies of Asia and Sustainability ▪ Staff and students visit and work with Fang Cao Di International School in China ▪ Timetable documentation showing LOTE provision ▪ Documentation showing use of Resource Smart strategies ▪ Curriculum documentation of Ausvels units including Sustainability ▪ ICU ARC Research Project – TBA following briefing <p>Improve the School Connectedness score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the middle 2nd quartile.</p> <p>Increase percentage of students receiving an A or B in English and Maths Ausvels Domains to at least: Reading – 60% Writing - 50% Speaking and Listening – 50% Number – 60% Measurement, Chance and Data – 50%</p>
<p>To build the capacity of individual and collective student voice.</p> <p>To develop the understanding and skills necessary to act responsibly and influence others to take action for sustainable futures.</p>	<p>Year 2</p>	<ul style="list-style-type: none"> ▪ Ongoing PL in Ausvels ▪ Ongoing PL in understanding and applying differentiated learning ▪ Implement teaching and learning approach of what good teaching will look like at DGPS ▪ Audit and monitor timetabling of 100 minute blocks timetabled per week dedicated to Literacy ▪ Ongoing implementation of Lexile reading in Year 4 ▪ Monitor current Speaking and Listening curriculum F-6 ▪ Ongoing PL for all staff in Speaking and Listening ▪ Ongoing PL in inquiry learning ▪ Provide PL for new staff on the use of the GradeXpert database and the SPA program ▪ Data analysis part of weekly planning meetings ▪ Implementation of the revised F-6 Literacy and Numeracy Assessment Schedules ▪ Monitor use of assessment for learning strategies ▪ Ongoing PL in the use of data analysis to inform planning and teaching ▪ Ongoing application of ICTs ▪ Audit the use of iPads in the classroom ▪ Continue to include an international focus in the curriculum ▪ Ongoing relationship with Fang Cao Di International School in China ▪ Increase LOTE provision for selected year levels ▪ Monitor the development of student voice ▪ Implement the Year 2 strategies of Resource Smart ▪ Implement Sustainability scope and sequence F-6 	<ul style="list-style-type: none"> ▪ Curriculum documentation of Ausvels ▪ PL provided in differentiated learning ▪ Differentiated Learning included in planning documents. ▪ Evidence of DGPS teaching approaches evident in work programs and review documents ▪ Timetable documentation ▪ Evidence of Lexile reading use in Year 4 ▪ Curriculum documentation for Speaking and Listening ▪ PL provided in Speaking and Listening ▪ Speaking and Listening included in planning documents ▪ PL provided on inquiry learning ▪ Documented units of work based on the inquiry approach ▪ PL provided for GradeXpert database and the SPA program ▪ Staff using GradeXpert database to track and record student progress ▪ Staff using SPA to track and record student progress ▪ Evidence of data analysis used to differentiate learning ▪ Assessment for learning strategies evident in work programs ▪ PL provided in data analysis ▪ Use of iPads documentation in work programs ▪ Curriculum documentation to include cross-curriculum priorities including Studies of Asia and Sustainability ▪ Staff and students visit and work with Fang Cao Di International School in China ▪ Timetable documentation showing LOTE provision ▪ Documentation showing use of Resource Smart strategies ▪ Curriculum documentation of Ausvels units including Sustainability ▪ ICU ARC Research Project – TBA following briefing

			<p>Improve the School Connectedness score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the upper 2nd quartile.</p> <p>Increase percentage of students receiving an A or B in English and Maths Ausvels Domains to at least: Reading – 65% Writing - 55% Speaking & Listening – 55% Number – 65% Measurement, Chance and Data – 55%</p>
Year 3	<ul style="list-style-type: none"> ▪ Ongoing PL in Ausvels/National Curriculum ▪ Monitor application of differentiated learning strategies ▪ Monitor use of DGPS teaching and learning approaches ▪ Ongoing audit and monitor timetabling of 100 minute blocks timetabled per week dedicated to Literacy ▪ Monitor current Speaking and Listening curriculum F-6 ▪ Monitor use of inquiry learning ▪ Ongoing PL for new staff on the use of the GradeXpert database and the SPA program ▪ Ongoing data analysis part of weekly planning meetings ▪ Ongoing implementation of the F-6 Literacy and Numeracy Assessment Schedules ▪ Ongoing use of assessment for learning strategies ▪ Monitor the use of data analysis to inform planning and teaching. ▪ Ongoing application of ICTs ▪ Monitor use of iPads in the classroom ▪ Continue to include an international focus in the curriculum ▪ Ongoing relationship with Fang Cao Di International School in China ▪ Monitor LOTE provision for selected year levels ▪ Refer to Student Wellbeing Actions on Student Voice ▪ Implement the Year 3 strategies of Resource Smart ▪ Ongoing implementation of Sustainability scope and sequence F-6 	<ul style="list-style-type: none"> ▪ Curriculum documentation of Ausvels/National Curriculum ▪ Differentiated Learning included in planning documents. ▪ Evidence of DGPS teaching approaches evident in work programs and review documents ▪ Timetable documentation ▪ Curriculum documentation for Speaking and Listening ▪ Speaking and Listening included in planning documents ▪ Documented units of work based on the inquiry approach ▪ PL provided for GradeXpert database and the SPA program ▪ Staff using GradeXpert database to track and record student progress ▪ Staff using SPA to track and record student progress ▪ Evidence of data analysis during team planning sessions ▪ Evidence of data analysis used to differentiate learning ▪ Assessment for learning strategies evident in work programs ▪ Use of iPads documentation in work programs ▪ Curriculum documentation to include cross-curriculum priorities including Studies of Asia and Sustainability ▪ Staff and students visit and work with Fang Cao Di International School in China ▪ Timetable documentation showing LOTE provision ▪ Documentation showing use of Resource Smart strategies ▪ Documentation showing use of Resource Smart strategies ▪ Curriculum documentation of Ausvels units including Sustainability ▪ ICU ARC Research Project – TBA following briefing <p>Improve the School Connectedness score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 3rd quartile.</p> <p>Increase percentage of students receiving an A or B in English and Maths Ausvels Domains to at least: Reading – 70% Writing - 60% Speaking & Listening – 60% Number – 70% Measurement, Chance and Data – 60%</p>	
Year 4	<ul style="list-style-type: none"> ▪ Ongoing PL in Ausvels/National Curriculum ▪ Monitor application of differentiated learning strategies ▪ Monitor use of DGPS teaching and learning approaches ▪ Ongoing audit and monitor timetabling of 100 minute blocks timetabled per week dedicated to Literacy ▪ Monitor current Speaking and Listening curriculum F-6 ▪ Monitor use of inquiry learning ▪ Ongoing PL for new staff on the use of the GradeXpert database and the SPA program ▪ Ongoing data analysis part of weekly planning meetings ▪ Ongoing implementation of the F-6 Literacy and Numeracy Assessment Schedules ▪ Ongoing use of assessment for learning strategies ▪ Monitor the use of data analysis to inform planning and teaching ▪ Ongoing application of ICTs ▪ Monitor use of iPads in the classroom ▪ Continue to include an international focus in the curriculum ▪ Ongoing relationship with Fang Cao Di International School in China ▪ Monitor LOTE provision for selected year levels ▪ Refer to Student Wellbeing Actions on Student Voice ▪ Implement Resource Smart strategies ▪ Ongoing implementation of Sustainability scope and sequence F-6 	<ul style="list-style-type: none"> ▪ Curriculum documentation of Ausvels/National Curriculum ▪ Differentiated Learning included in planning documents. ▪ Evidence of DGPS teaching approaches evident in work programs and review documents ▪ Timetable documentation ▪ Curriculum documentation for Speaking and Listening ▪ Speaking and Listening included in planning documents ▪ Documented units of work based on the inquiry approach ▪ PL provided for GradeXpert database and the SPA program ▪ Staff using GradeXpert database to track and record student progress ▪ Staff using SPA to track and record student progress ▪ Evidence of data analysis during team planning sessions ▪ Evidence of data analysis used to differentiate learning ▪ Assessment for learning strategies evident in work programs ▪ Use of iPads documentation in work programs ▪ Curriculum documentation to include cross-curriculum priorities including Studies of Asia and Sustainability ▪ Staff and students visit and work with Fang Cao Di International School in China ▪ Timetable documentation showing LOTE provision ▪ Documentation showing use of Resource Smart strategies ▪ Documentation showing use of Resource Smart strategies ▪ Curriculum documentation of Ausvels units including Sustainability ▪ ICU ARC Research Project – TBA following briefing 	

			<p>Improve the School Connectedness score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the middle 3rd quartile.</p> <p>Increase percentage of students receiving an A or B in English and Maths AusVELS Domains to at least: Reading – 75% Writing - 65% Speaking & Listening – 65% Number – 75% Measurement, Chance and Data – 65%</p>
<p>STUDENT ENGAGEMENT AND WELLBEING</p> <p>Review of current school values</p> <p>Anti bullying program</p> <p>Introducing philosophy to the curriculum</p> <p>Further differentiate the curriculum</p> <p>Evaluate current programs including:</p> <ul style="list-style-type: none"> • Restorative Practices • Circle Time • Prep/Year 5 Buddies • Peer Mediation • Social skills programs 	Year 1	<ul style="list-style-type: none"> ▪ Consultation with school community on school values ▪ Investigate whole school anti bullying program ▪ Investigate models of including Philosophy in the primary school curriculum, and provide appropriate PL for staff ▪ Arrange for suitable PL for staff on differentiated curriculum eg Darryn Kruse ▪ Encourage use of vocal recording of student reflections on their learning and goal setting, rather than writing them down ▪ Investigate available PL on student goal setting, reflections and self assessment ▪ Student Wellbeing Committee to evaluate the current programs ▪ Teachers to evaluate the Start Up program by the end of Term 1, Student Wellbeing Committee to revise before 2014 ▪ Discussion on models of student led conferences ▪ Further refine processes for identifying, referring and supporting students at risk ▪ iPads in 2013 to be 1:1 in Years 5 and 6 ▪ ICT PLT to investigate and plan future implementation of ICTs, software and Apps across the school ▪ Develop brief student surveys for the end of each term focussing on student connectedness and stimulating learning, for Years 2-6 ▪ Complete planning phase of all domains of eSmart, and the implementing phase of some elements ▪ ICU ARC Research Project – TBA following briefing 	<ul style="list-style-type: none"> ▪ New school values agreed on ▪ Whole school anti bullying program proposal prepared by the Student Wellbeing Committee ▪ Proposal for model of philosophy program, including PL and resources required prepared ▪ PL on differentiated curriculum sourced and implemented ▪ PL at staff meeting to demonstrate method of recording students’ reflections ▪ PL options on student goal setting, reflections and self assessment sourced ▪ Recommendations prepared by the Student Wellbeing Committee regarding new and ongoing programs ▪ Revised Start Up program prepared for implementation in 2014 ▪ Decision made regarding format of student led conferences ▪ Guidelines for the identification, referral and support of students at risk to be distributed to staff ▪ 1:1 iPads in Years 5 and 6 to be implemented ▪ ICT PLT to prepare proposal for the future implementation of ICTs, software and Apps (beyond 2013) ▪ Draft surveys for students focussing on student connectedness and stimulating learning to be prepared and trialled in Years 2-6 ▪ Planning and some implementing indicators checked off on the eSmart website ▪ ICU ARC Research Project – TBA following briefing <p>Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 2nd quartile. Improve the Social Skills score in the Parent Survey to at least the lower 2nd quartile. Improve the Stimulating Learning score in both the Parent Survey and the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 2nd quartile.</p>
<p>Plan for emotional, social and educational support for vulnerable students</p> <p>Continuing to develop the use of ICTs, and in particular mobile devices, as tools for teaching and learning</p> <p>Reflections on learning – use of ICT</p> <p>Student led classroom meetings</p> <p>Student led conferences</p> <p>Further refine student goal setting and self assessment</p> <p>Provide regular opportunities for focussed student feedback from the early years (Year 2?)</p> <p>Revise Start Up Program to provide more opportunities for student voice</p>	Year 2	<ul style="list-style-type: none"> ▪ School values to be publicised and frequently reinforced ▪ Implement whole school anti bullying program ▪ Trial Philosophy program ▪ Document teaching and learning strategies to enhance differentiation of the curriculum for all students ▪ Teachers record students’ reflections on their learning and goal setting on their iPads ▪ Introduce the format of student led classroom meetings during the Start Up program ▪ Restructure of student wellbeing/social skills programs commence ▪ Revised Start Up Program implemented ▪ Student led conferences to be trialled ▪ Guidelines for identifying, referring and supporting students at risk to be implemented ▪ Continue Years 5 and 6 1:1 iPad program ▪ Implementation of ICT proposal to commence ▪ Surveys for students focussing on student connectedness and stimulating learning to be implemented at the end of each term in Years 2-6 ▪ Complete eSmart accreditation, including implementing and sustaining domains of eSmart ▪ ICU ARC Research Project – TBA following briefing 	<ul style="list-style-type: none"> ▪ School values visible throughout the school ▪ Evaluation of whole school anti bullying program, documentation of incidents of bullying ▪ Evaluation of trial of Philosophy program; plan and document future program ▪ Evidence of strategies for differentiating the curriculum in AusVELS planning documents ▪ Data on iPads used in assessment ▪ Evaluation of effectiveness of student led classroom meeting during the Start Up program, and planning of regular student led classroom meetings ▪ Social skills programs planned and implemented in all classrooms ▪ Evaluation of revised Start Up program ▪ Evaluation of trial of student led conference ▪ Teachers following new guidelines for identifying, referring and supporting students at risk ▪ Years 5 and 6 iPad program continues and is frequently reviewed and updated ▪ ICT proposal is implemented and reviewed ▪ Surveys completed, data analysed and results distributed to staff ▪ Implementing and sustaining indicators checked off on the eSmart website ▪ ICU ARC Research Project – TBA following briefing <p>Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the mid 2nd quartile. Improve the Social Skills score in the Parent Survey to at least the mid 2nd quartile. Improve the Stimulating Learning score in both the Parent Survey and the Student Attitudes to School Survey for Years 5 and 6 students to at least the mid 2nd quartile.</p>
<p>eSmart</p> <p>ICU ARC Research Project</p>	Year 3	<ul style="list-style-type: none"> ▪ School values continue to be reflected in all school documentation and programs ▪ Principles of whole school anti bullying program continue to be followed ▪ Implement Philosophy program ▪ Teaching and learning strategies to enhance differentiation of the curriculum for all students continue to be included in curriculum planning documents and implemented ▪ Teachers continue to record students’ reflections on their learning and goal setting on their iPads ▪ Student led classroom meetings are held regularly ▪ Restructure of student wellbeing/social skills programs completed and fully 	<ul style="list-style-type: none"> ▪ School values visible throughout the school ▪ Documentation and analysis of incidents of bullying ▪ Philosophy program fully implemented and documented ▪ Evidence of strategies for differentiating the curriculum in AusVELS planning documents ▪ Data on iPads used in assessment ▪ Regular student led classroom meetings included in planning ▪ Social skills programs planned and implemented in all classrooms ▪ Revised Start Up program fully documented and distributed to staff ▪ Student led conferences to be implemented according to agreed format

		<ul style="list-style-type: none"> implemented ▪ Revised Start Up Program continues ▪ Format of student led conferences to be decided and implemented ▪ Guidelines for identifying, referring and supporting students at risk continue to be followed ▪ Continue Years 5 and 6 1:1 iPad program ▪ ICT proposal to continues to be implemented and reviewed ▪ Surveys for students focussing on student connectedness and stimulating learning continues at the end of each term in Years 2-6 ▪ eSmart principles continue to be followed ▪ ICU ARC Research Project – TBA following briefing 	<ul style="list-style-type: none"> ▪ Teachers following new guidelines for identifying, referring and supporting students at risk ▪ Years 5 and 6 iPad program continues and is frequently reviewed and updated ▪ ICT proposal is implemented and reviewed ▪ Surveys completed, data analysed and results distributed to staff ▪ eSmart guidelines followed in planning and policy documents ▪ ICU ARC Research Project – TBA following briefing <p>Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the upper 2nd quartile. Improve the Social Skills score in the Parent Survey to at least the upper 2nd quartile. Improve the Stimulating Learning score in both the Parent Survey and the Student Attitudes to School Survey for Years 5 and 6 students to at least the upper 2nd quartile.</p>
	Year 4	<ul style="list-style-type: none"> ▪ School values continue to be reflected in all school documentation and programs ▪ Principles of whole school anti bullying program continue to be followed ▪ Implement Philosophy program ▪ Teaching and learning strategies to enhance differentiation of the curriculum for all students continue to be included in curriculum planning documents and implemented ▪ Teachers continue to record students' reflections on their learning and goal setting on their iPads ▪ Student led classroom meetings are held regularly ▪ Restructure of student wellbeing/social skills programs completed and fully implemented ▪ Revised Start Up Program continues ▪ Format of student led conferences to be decided and implemented ▪ Guidelines for identifying, referring and supporting students at risk continue to be followed ▪ Continue Years 5 and 6 1:1 iPad program ▪ ICT proposal to continues to be implemented and reviewed ▪ Surveys for students focussing on student connectedness and stimulating learning continues at the end of each term in Years 2-6 ▪ eSmart principles continue to be followed ▪ ICU ARC Research Project – TBA following briefing 	<ul style="list-style-type: none"> ▪ School values visible throughout the school ▪ Documentation and analysis of incidents of bullying ▪ Philosophy program fully implemented and documented ▪ Evidence of strategies for differentiating the curriculum in AusVELS planning documents ▪ Data on iPads used in assessment ▪ Regular student led classroom meetings included in planning ▪ Social skills programs planned and implemented in all classrooms ▪ Revised Start Up program fully documented and distributed to staff ▪ Student led conferences to be implemented according to agreed format ▪ Teachers following new guidelines for identifying, referring and supporting students at risk ▪ Years 5 and 6 iPad program continues and is frequently reviewed and updated ▪ ICT proposal is implemented and reviewed ▪ Surveys completed, data analysed and results distributed to staff ▪ eSmart guidelines followed in planning and policy documents ▪ ICU ARC Research Project – TBA following briefing <p>Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 3rd quartile. Improve the Social Skills score in the Parent Survey to at least the lower 3rd quartile. Improve the Stimulating Learning score in both the Parent Survey and the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 3rd quartile.</p>
<p>STUDENT PATHWAYS AND TRANSITIONS</p> <p>To further explore and utilise the Student Performance Analyser program SPA</p> <p>Use GradeXpert to record data for all students, including new students as they arrive throughout the year. Use data to track individual students and monitor social, academic, behaviour, intervention support and attendance from one year level to the next in continuous and linked to programming.</p> <p>Meeting schedules to include regular exchange between year levels and sharing of resources</p> <p>Build partnerships with secondary and preschool providers to improve transitions</p> <p>Ensure a smooth transition for all EAL, PSD and international students with targeted and ongoing communication between staff and parents.</p>	Year 1	<ul style="list-style-type: none"> ▪ Provide PL in using the SPA program ▪ Use information from SPA to inform programming to meet individual student needs. ▪ Provide PL in using the GradeXpert database ▪ Use and continue updating this database to develop a cumulative record of each student and to inform planning ▪ Investigate and develop internal transition program to prepare students for the transition throughout the school, with particular focus in Years 2 – 3 and 4 – 5. ▪ Audit reading resources and promote greater access between year levels. ▪ Build closer links with local secondary schools to cater for student needs and to share expectations about teaching and learning ▪ Strengthening of the Kinder/Foundation transition program ▪ Enhance parenting sessions and training programs for parents to help school readiness (in particular, social and emotional readiness) ▪ Regular PSD meetings with staff and parents ▪ PEPS to be written for EAL and PSD students ▪ Informal communication between staff and parents. ▪ Document and implement a transition plan for PSD students in Term 4 ▪ Formal and informal assessment in Literacy and Numeracy ▪ Previous school's assessments and reports to be used in conjunction with DGPS assessments ▪ Communicate with parents concerning new students' wellbeing ▪ Communicate with parents and consult with support staff for help and strategies ▪ Update all student files and records 	<ul style="list-style-type: none"> ▪ SPA training implemented for all staff (PL record) ▪ Staff to use SPA information for programming direction. ▪ GradeXpert training implemented for all staff (PL record) ▪ GradeXpert database continually updated by staff ▪ Evidence minutes of meetings ▪ Annual exchange of specific information about each child between previous and new teacher ▪ Documentation of activities and process developed ▪ Records of meetings and future action ▪ Documentation of internal transition program ▪ Scheduled meetings with local secondary schools ▪ Kinder visit notes ▪ Parenting sessions and training programs diary and notes ▪ Minutes of PSD meetings and future action ▪ PEPS recorded in GradeXpert ▪ Documentation of transition plan completed and kept in Student File ▪ Teacher assessment records ▪ Collate and file previous school's records ▪ Parent teacher meeting notes ▪ Referral records and reports <p>Improve the Student Wellbeing scores in the Student Attitudes to School survey for Years 5 and 6 to at least the lower 2nd quartile. Improve the Transition scores in the Parent Opinion Survey to at least the lower 2nd quartile.</p>
	Year 2	<ul style="list-style-type: none"> ▪ Continued use of the information from SPA to inform programming to meet individual student needs. ▪ Ongoing use and updating of the database to develop a cumulative record of each student and to inform planning ▪ Train and mentor new staff in the use of SPA and GradeXpert ▪ Enhance cross age activities ▪ Foundation transition and Year 6 programs to continue to be enhanced and refined ▪ Regular PSD meetings with staff and parents ▪ PEPS to be written for EAL and PSD students ▪ Informal communication between staff and parents. 	<ul style="list-style-type: none"> ▪ SPA training implemented for all staff (PL record) ▪ Staff continue to use SPA information for programming direction. ▪ GradeXpert training included in induction program for new staff ▪ GradeXpert database continually updated by staff ▪ Evidence minutes of meetings ▪ Evaluate and expand on annual exchange of specific information about each child between previous and new teacher ▪ Documentation of activities and processes used to enhance transition between classes. ▪ Records of meetings and future action ▪ Documentation of internal transition program to be used as part of the transition

<p>Implement Literacy and Numeracy assessments for new students including international students, and monitor progress and wellbeing.</p> <p>Refer students with possible needs to school support staff: Guidance, Speech, Social, Nurse.</p>		<ul style="list-style-type: none"> ▪ Evaluate the transition plan for PSD students in Term 4 and refine where necessary and file in student file ▪ Formal and informal assessment in Literacy and Numeracy to be continued and moderated. ▪ New students previous school's assessments and reports to be used in conjunction with DGPS assessments ▪ Communicate with parents concerning new students' wellbeing ▪ Communicate with parents and consult with support staff for help and strategies ▪ Update all student files and records 	<ul style="list-style-type: none"> ▪ program especially between Years 2-3 & 4-5 ▪ Continue scheduled meetings with local secondary schools ▪ Kinder visit notes to further assist with the smooth transition from Kinder to foundation year. ▪ Parenting sessions and training programs diary and notes ▪ Minutes of PSD meetings and future action ▪ PEPS training for new teachers and all PEPS recorded in GradeXpert ▪ All relevant referral documents completed and kept in Student File ▪ Teacher assessment records ▪ Collate and file previous school's records for International and new students ▪ Parent teacher meetings for International students and new enrolments ▪ Referral records and reports <p>Improve the Student Wellbeing scores in the Student Attitudes to School survey for Years 5 and 6 to at least the mid-2nd quartile.</p> <p>Improve the Transition scores in the Parent Opinion Survey to at least the mid-2nd quartile.</p>
	<p>Year 3</p>	<ul style="list-style-type: none"> ▪ Increased teacher knowledge and capacity to use information from SPA to inform programming ▪ Ongoing use and updating of the database to develop a cumulative record of each student and to personalise learning ▪ Train and mentor new staff in the use of SPA and GradeXpert ▪ Continue to reflect and evaluate our work with year to year transition ▪ Enhance cross age activities ▪ Foundation and Year 6 transition programs continue to reflect and evaluate and seek feedback ▪ Regular PSD meetings with staff and parents ▪ PEPS to be written for EAL and PSD students ▪ Informal communication between staff and parents. ▪ Transition plan for PSD students in Term 4 to be implemented and filed in student file ▪ Formal and informal assessment in Literacy and Numeracy and evaluation of our assessment schedules for the next year. ▪ Previous school's assessments and reports to be used in conjunction with DGPS assessments ▪ Communicate with parents concerning new students' wellbeing ▪ Communicate with parents and consult with support staff for help and strategies ▪ Update all student files and records 	<ul style="list-style-type: none"> ▪ Continue to use SPA & training when required for all staff (PL record) ▪ Staff continue to use SPA information for programming direction. ▪ GradeXpert training included in induction program for new staff ▪ GradeXpert database continually updated by staff ▪ International students and new enrolments information added to the data base ▪ Evidence minutes of meetings ▪ Evaluate and expand on annual exchange of specific information about each child between previous and new teacher ▪ Evaluate and expand on annual exchange of specific information about International students and new students coming to DGPS between previous school and new teacher ▪ All relevant files for new students to be read and any follow up action implemented ▪ Use documentation of activities and processes to enhance transition between classes. ▪ Records of meetings and future action ▪ Documentation of internal transition program to be used as part of the transition program especially between Years 2-3 & 4-5 ▪ Scheduled meetings with local secondary schools and exchange of information ▪ Visits to local secondary colleges ▪ Kinder visit notes to further assist with the smooth transition from Kinder to foundation year. ▪ Parenting sessions and training continued and feedback used to further review these programs ▪ Minutes of PSD meetings and future action ▪ PEPS training for new teachers and all PEPS recorded in GradeXpert ▪ All relevant referral documents completed and kept in Student File ▪ International student files updated ▪ Teacher assessment records to be updated ▪ Collate and file previous school's records for International and new students ▪ Parent teacher meetings for International students and new enrolments ▪ Referral records and reports <p>Improve the Student Wellbeing scores in the Student Attitudes to School survey for Years 5 and 6 to at least the upper 2nd quartile.</p> <p>Improve the Transition scores in the Parent Opinion Survey to at least the upper 2nd quartile.</p>
	<p>Year 4</p>	<ul style="list-style-type: none"> ▪ Increased teacher knowledge and capacity to use information from SPA to inform programming ▪ Ongoing use and updating of the database to develop a cumulative record of each student and to further personalise learning ▪ Train and mentor new staff in the use of SPA and GradeXpert ▪ Continued work with year to year transition program and review process to ensure that it is relevant and having positive outcomes. ▪ Foundation and Year 6 transition programs to be reviewed to ensure that it is still relevant and meeting the needs for the students and their families. ▪ Regular PSD meetings with staff and parents ▪ PEPS to be written for EAL and PSD students ▪ Informal communication between staff and parents. ▪ Document and implement a transition plan for PSD students in Term 4 ▪ Formal and informal assessment in Literacy and Numeracy ▪ Previous school's assessments and reports to be used in conjunction with DGPS assessments ▪ Communicate with parents concerning new students' wellbeing ▪ Communicate with parents and consult with support staff for help and strategies ▪ Update all student files and records ▪ Audit and reflect on the above programs and strategies 	<ul style="list-style-type: none"> ▪ Continue to use SPA & training when required for staff (PL record) ▪ Staff continue to use SPA information for programming direction. ▪ GradeXpert training included in induction program for new staff ▪ GradeXpert database continually updated by staff ▪ International students and new enrolments information added to the data base ▪ Evidence minutes of meetings ▪ Evaluate and expand on annual exchange of specific information about each child between previous and new teacher ▪ Evaluate and expand on annual exchange of specific information about International students and new students coming to DGPS between previous school and new teacher ▪ All relevant files for new students to be read and any follow up action implemented ▪ Use documentation of activities and processes to enhance transition between classes. ▪ Records of meetings and future action ▪ Documentation of internal transition program to be used as part of the transition program especially between Years 2-3 & 4-5 ▪ Scheduled meetings with local secondary schools and exchange of information ▪ Visits to local secondary colleges ▪ Kinder visit notes to further assist with the smooth transition from Kinder to

			<p>foundation year.</p> <ul style="list-style-type: none"> ▪ Parenting sessions and training continued and feedback used to further review these programs ▪ Minutes of PSD meetings and future action ▪ PEPS training for new teachers and all PEPS recorded in GradeXpert ▪ All relevant referral documents completed and kept in Student Files ▪ International student files updated ▪ Teacher assessment records to be updated ▪ Collate and file previous school's records for International and new students ▪ Parent teacher meetings for International students and new enrolments ▪ Referral records and reports <p>Improve the Student Wellbeing scores in the Student Attitudes to School survey for Years 5 and 6 to at least the lower 3rd quartile.</p> <p>Improve the Transition scores in the Parent Opinion Survey to at least the lower 3rd quartile.</p>
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